

**TEMPLATE FOR BEST PRACTICES;**  
**Family and schools inside/outside scholastic context**

**INTRODUCTORY NOTES:**

Dear partners

the goal of this collection of good practices is to:

- select virtuous work experiences with families in different countries;
- understand what are the recurrent elements that allow the involvement of families in social and training activities;
- analyze the forms of reception of families created by the various subjects in specific interventions.

Each partner will provide a **minimum of five practices** to be analyze and reported in the final Transnational Report.

**Deadlines:** please send us back by the **4 of March 2018**.

*Please, do not hesitate to contact us for any question or clarification you might need.*

*Thanks a lot for your collaboration!*

*Unibo team*

## 1. THE FRAMEWORK OF INTERVENTION/EXPERIENCE

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| <b>Title of the intervention/experience</b> | Family referent  |
| <b>Start of experience</b>                  | 01/09/2015   |
| <b>End of experience</b>                    | In progress without planned end.   |
| <b>Country</b>                              | Belgium  |
| <b>City/Cities/Region(s)</b>                | Province: Hainaut  |
| <b>Implementing organization</b>            | SAS-HO   |
| <b>Address</b>                              | Place de Lille n°2<br>7500 Tournai<br><a href="http://www.sasho.be">www.sasho.be</a>   |
| <b>Type of implementing organization</b>    | <i>Please select one or more boxes:</i> <ul style="list-style-type: none"> <li><input type="radio"/> <b>Non-profit sector</b></li> <li><input type="radio"/> <b>Private sector</b></li> <li><input type="radio"/> <b>Non-governmental</b></li> </ul> |
| <b>Contact person(s) information</b>        | VANDENHOVEN<br>Antoine<br>sas-ho@live.be<br>069 77 72 96<br>Director   |
| <b>Partner organization</b>                 | External supervision by Sabine VANTRIMPONT<br>Divers partnership for parent's guidance/education counselling (AMO, Mental Health Center, Medical centers)  |
| <b>Funding sources</b>                      | The funding sources are the regular subsidies of the service (Federation Wallonia-Brussels education and Youth support administration)   |
| <b>Available financial resources</b>        | +/- 25 000euros per year which correspond to a part-time for a social assistant  |

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| <b>Non-monetary resources</b> | /  |
| <b>Target groups</b>          | Young's parents that we (SAS-HO) welcomed directly.<br>Young but indirectly. |
| <b>Size of target group</b>   | On average 70 parents per year.  |

## 2- DESCRIPTION OF THE EXPERIENCE/INTERVENTION

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| <b>Justification of the intervention</b> | We have seen a great need to support the parents of the young people we welcome. Most drop-out situations are rooted in personal and family difficulties. There was one adult referrer per youth but it was difficult to work with both the young person and his parents. Especially when there were conflicts or complicated things to express. The referents were in a conflict of loyalty during the SAS-parents-youngd meetings. Finally, we also wanted to explore the possibilities of hanging the parents sometimes absent in the situation of young people ...   |
| <b>Description of the intervention</b>   | One person is designed inside the team as 'parent referent' (in the broad sense of the term). She/he will attend the SAS-Parents-youngs meetings. During these meetings, the 'young referent' will focus on the needs of the young and the 'parents referent' on those of the family. If necessary, the 'parent referent' will offer a support/accompanying to the families for the difficulties identified during these meetings. The 'family referent' will also be responsible of the fact of associating to the maximum and in the respect of our rules of ethics, the parents of the young person in all the decisions which will be taken for him ... This referent also tries to establish a relation of trust with adults to work on their school relationship or their educational attitudes. Finally, if necessary, and if this need is identified for the young person, he/she will contact the parent who is described as "resigning" at the beginning of our support. |
| <b>Key objectives</b>                    | <ul style="list-style-type: none"> <li>- Avoid conflicts of loyalty for the 'young referent' (some care is given to the relationship of trust that is essential to our intervention)</li> <li>- Increase the frequency of contact between parents and the SAS, better associate them in the accompanying of the young person.</li> </ul>   |

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|                                    | <ul style="list-style-type: none"> <li>– Provide support for family issues</li> <li>– Work on the parent-school relationship before the young returns to school</li> <li>– Have an understanding of the whole dropout situation, in its globality</li> <li>– Empower parents while offering them to think about their educational role.</li> <li>– Guide parents to structures that could meet the identified needs of young people and the family.</li> <li>– To be in co-intervention for situations which allows to bring more value in the setting up of the accompaniments (crossed views)</li> </ul> |
| <b>Activities:</b>                 | <ol style="list-style-type: none"> <li>1. An interview prior to the beginning of the support, focusing on the role of the 'family referent', on parents' perception of their child's dropping out and their needs.</li> <li>2. Minimum one SAS-Parents-Young interview per month during the accompanying of more or less one hour</li> <li>2. Regular telephone contacts</li> <li>3. Individualized interview according to the needs and according to the evolution of the accompanying of the young</li> <li>4. Accompanying to relay structures</li> </ol>   |
| <b>Figures of the intervention</b> | <ol style="list-style-type: none"> <li>1. Social Assistant in training</li> <li>2. Various training in systemic</li> <li>3. Various continuing education around work with families</li> <li>4. Monthly team supervision</li> <li>5. Mother of 2 children</li> </ol>  |
| <b>Methodologies</b>               | <p>Co- intervention<br/>Systemic analysis</p>  |
| <b>Tools and methods</b>           | <p>List specific tools which are used in the activities (technologies, methods, materials etc.):</p> <ol style="list-style-type: none"> <li>1. Use of a genogram</li> <li>2. Timeline, life story</li> <li>3. Interview technique in co-intervention</li> </ol>  |
| <b>Outputs</b>                     | <p>Since the creation of this role within the team, parents' attendance at interviews in the service has increased sharply.</p> <p>We also note a significant increase in requests for help from</p>   |

|                 |   |
|-----------------|---|
|                 | parents   |
| <b>Outcomes</b> | <ul style="list-style-type: none"> <li>- Increased attendance at interviews</li> <li>- Increase in parents' requests for help</li> <li>- Increase in the quality of the work done with young people when the living environment is more associated</li> <li>- Increase in the quality of our global analysis of the situation for each young</li> <li>- Little measurable result about the parent-school relationship</li> <li>- Few measurable results about the sustainability of the effects of this accompanying</li> </ul> |
| <b>Impacts</b>  | Not yet measurable impact. We hope to be able to sensitize partners when contacts are made in the framework of the relays envisaged in our work.  |

### 3- PROCESS FACTOR AND INTERVENTION ASSESSMENT

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| <b>Intervention design</b>                            | Tool base on experience and staff practice. Set-up on the basis of the assessment meeting on the accompanying of the young and their identify needs   |
| <b>Equipe intervention: composition and relations</b> | <p>Team of 7 workers who manage the accompanying of young. Weekly coordinating meeting of their actions. Within this team, we find the referent “Family” who brings its support and expertise and propose the actions to be developed with the family.</p> <p>The network of school or social partners is activated according to their actions whether by the family referent, or by the ‘Young’ referent on the basis of the reflections done by the team (relevance, clarity of the roles of everyone, the young needs....)</p> |
| <b>Intervention assessment</b>                        | <ul style="list-style-type: none"> <li>- Weekly meeting for adjustments</li> <li>- Monthly supervisions give external evidence</li> <li>- A deep assessment is made each year with the team</li> </ul>  |
| <b>Strengths and weakness</b>                         | <p>Strengths:</p> <ul style="list-style-type: none"> <li>- Position and role of everybody is clear</li> <li>- Rich exchanges and producing solutions for the team</li> <li>- Decreasing of loyalty conflicts</li> <li>- Distribution of work for the accompanying</li> </ul>  |

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|                        | <ul style="list-style-type: none"> <li>- The co-intervention allow to decrease the “emotional charge” of the accompanying or of some interviews ...</li> </ul> <p>Weakness:</p> <ul style="list-style-type: none"> <li>- How to involve more families in the assessment device?</li> <li>- Sometimes lack of relay to the partners</li> <li>- Sometimes real difficult situations which will need an more investment in time but it’s not our first mission</li> <li>- To deepen the work on relations between family-school...it works with SAS but how to transfer this process in the school where the young will come back?</li> </ul> |
| <b>Success factors</b> | <ul style="list-style-type: none"> <li>- <i>Trainings of referent</i></li> <li>- <i>Team commitment</i></li> <li>- <i>External supervision</i></li> <li>- <i>Regular assessment of this role</i></li> <li>- <i>Commitment of the parents to this process presented as a initial accompanying of the young</i></li> </ul>   |
| <b>Transferability</b> | <i>Not relevant for the moment</i>   |
| <b>Sustainability</b>  | The project is financed by our subsidies, it will be continued and improved in the same way of our device.   |